



5

Unit 5: Effects of Gambling on the Individual, Family and Community

Differentiated Instruction Teaching/Learning Examples

Duration: Determined by Teacher

1 Think, Pair, Share—T-Chart

2 Brainstorm—List

3 Discussion

4 Checklist

5 3 Rs of Reflection

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Differentiated Instruction Details

KNOWLEDGE OF STUDENTS

Differentiation based on student:

- Readiness
- Interests
- Preferences: Styles Intelligences Other (e.g., environment, gender, culture)

NEED TO KNOW

- Students' preferred way of learning in order to support the in-class sessions and their RAFT choices

HOW TO FIND OUT

- Self-assessment based on the multiple intelligences

DIFFERENTIATED INSTRUCTION RESPONSE

- Learning materials (content)
- Ways of learning (process)
- Ways of demonstrating learning (product)
- Learning environment

Assessment and Evaluation

ASSESSMENT/SUCCESS CRITERIA

Knowledge and Understanding

- Demonstrates a knowledge of the factors that make it difficult for an individual to stop gambling.

Thinking

- Uses planning skills to generate ideas and formats appropriate for idea presentation
- Processes information from a variety of sources to form generalizations
- Classifies information

Communication

- Demonstrates expression and organization of ideas and information

Application

- Transfer of knowledge and skills to familiar contexts based around addiction

Assessment Tools

- > Rubric
- > Checklists

Unit 5: Effects of Gambling on the Individual, Family and Community

Prior Learning

Prior to this lesson, students will have:

- Understanding of related terminology
- Awareness of collaborative practices in all classroom structures
- Experience with checklists and spreadsheet resources

Materials and Resources

MATERIALS

Appendix A

- Student Resource 1: T-Chart: Problem Gambling
- Student Resource 2: Impact of Problem Gambling
- Student Resource 3: Gambling Effects Exit Card
- Student Resource 4: 3 Rs of Reflection

Appendix B

- Teacher Resource 1: Why Can't I Just Stop?
- Teacher Resource 2: Impact of Problem Gambling
- Teacher Resource 3: Signs and Indicators

INTERNET RESOURCES

College kids caught in gambling madness. By Michael McCarthy, *USA TODAY*, March 28, 2007.
www.usatoday.com/educate/college/firstyear/articles/20070401.htm

Problem Gambling Institute of Ontario at CAMH
www.ProblemGambling.ca

This multimedia, bilingual website provides screening tools, opportunities for online collaboration and training, and resources for professionals, and for people who experience gambling problems, and their family members.

Lesson Plan

Connections

Minds On

- > **Establishing a positive learning environment**
- > **Connecting to prior learning and experiences**
- > **Setting the context for learning**

L: Literacy
 ML: Mathematical Literacy
 AfL, AoL: Assessment for/of Learning
 SC: Skill Continua

INDIVIDUAL TO WHOLE GROUP

- Think, Pair, Share: Distribute Student Resource 1, T-Chart: Problem Gambling. Working in pairs, students will review previous lesson material by creating a T-chart of signs and indicators of problem gambling and its impact.
- Students will look specifically at situations that could lead to problem gambling.

AfL: T-Chart

Action

- > **Introducing new learning or extending/reinforcing prior learning**
- > **Providing opportunities for practice and application of learning (guided > independent)**

WHOLE CLASS BRAINSTORM

- Students brainstorm ideas as to why it may be difficult for some individuals to stop gambling, despite the negative consequences they experience because of their gambling. Teacher Resource 1, Why Can't I Just Stop? provides background information.
- Conclusions will demonstrate that there are many reasons why people develop gambling problems.

AfL: Anecdotal Comments

SMALL GROUP BRAINSTORM

- Students will understand the mixed feelings that an individual who gambles has by brainstorming a list of "I" statements answering the question: "Why do you gamble?"

AfL: List

WHOLE CLASS DEBRIEF

- Students will reflect on the activity and generalize their ideas into statements concerning the many reasons people continue to gamble, despite the potential negative consequences they experience.

AfL: Anecdotal Comments

WHOLE CLASS

- Using the Teacher Resource 2, Impact of Problem Gambling, generate a list to show the impact felt when an individual, family and the community are affected by problem gambling. Students complete work using Student Resource 2, Impact of Problem Gambling.

AfL: List

PARTNERS

- Using Teacher Resource 3, Signs and Indicators, the teacher leads a discussion about the signs and indicators of problem gambling.
- Students will create a checklist to be used by helping professionals to determine if an individual has some of the indicators of problem gambling.

AfL: Checklist

Unit 5: Effects of Gambling on the Individual, Family and Community

Connections

Consolidation and Connection

- > Helping students demonstrate what they have learned
- > Providing opportunities for consolidation and reflection

INDIVIDUAL

- Distribute Student Resource 3, Gambling Effects Exit Card, to students to complete. Students' anonymity will be maintained, but teacher may want to share comments next lesson.

Strategy/Assessment Tool
AfL: Anecdotal Comments

INDIVIDUAL RAFT ASSIGNMENTS

- The RAFT assignments are differentiated based on student intelligence preferences. RAFT assignments can be done independently, or in pairs or groups in class or out of class. In all cases students require an understanding of the aspects of a RAFT topic, and rubrics need to be supplied for all topic possibilities.

AfL: RAFT Tasks

DIFFERENTIATED INSTRUCTION TEACHING/LEARNING EXAMPLES

	Role	Audience	Format	Topic
1	Friend	Adult	Personal letter	Using personal-letter style, write a letter to a close friend telling the person you are concerned about his or her involvement in gambling. Express understanding and support toward your friend while encouraging the person to seek help or talk with someone about his or her difficulties.
2	Advertising agency	Adult	Advertisement	Create an advertisement in which you request participants for a study of the negative issues related to gambling.
3	Child or youth of a gambling addict	Adult	Series of diary entries	Write a series of diary entries written from the perspective of a child or youth of a parent who has a problem with gambling.
4	Health educator	Adult	Poster	As a health educator at your school, you are anxious to make the student population more aware of the need for care when dealing with activities that include some forms of gambling. Create a poster for the school bulletin boards.
5	Health consultant	Adult	Questionnaire	Create a questionnaire that you will hand out to adults who have consented to help you gather information about the level of gambling in a particular population.

Unit 5: Effects of Gambling on the Individual, Family and Community

Connections

	Role	Audience	Format	Topic
6	Educator	Adult	Post-it board	As an educator in a school you want to have a bulletin board in the main hallway devoted to information about gambling and the comments that students have about gambling in their peer groups. Create a sample of what the Post- it board might look like.
7	Rap artist	Adult	Rap	Create a rap which will be presented at the next assembly. The purpose of the rap is to engage youth in understanding the prevalence of gambling among their peers.
8	Playwright	Adult	Script	Create a script for a play that presents the risks associated with gambling.

INDIVIDUAL METACOGNITION

- The 3 Rs of Reflection: Students use the 3 Rs of Reflection (Retell, Relate, Reflect) as a way for them to reflect on their learning prior to the next class.

AfL: 3 Rs of Reflection

Student Resource 1

T-Chart: Problem Gambling

Signs and Indicators	Impact

Student Resource 2

Impact of Problem Gambling

Individual	Family	Community

Student Resource 4

The 3 Rs of Reflection

NON-NEGOTIABLE

Use the 3 Rs (Retell, Relate and Reflect) to explain your learning.

NEGOTIABLE

1. Topics

Select one of the topics below for your reflection:

- a) Thoughts that I had during the discussion of this unit
- b) An awareness of the fact that all actions have a consequence and impact the individual, family and the community
- c) The need for timely action when individuals are making decisions
- d) The skills I used during this unit
- e) After this unit I will...

2. Formats

Select one of the following presentation formats for your reflection:

- a) Written reflection—point form or paragraph
- b) Recorded oral reflection (mini recorder)
- c) Presentation software—slides with images and graphics
- d) Blog, wiki or Twitter

OPTIONAL

- A. Make a two-minute presentation of reflective learning during a class.
- B. Act as a guest speaker in the class.

Teacher Resource 1

P. 1

Why Can't I Just Stop?

The following statements are examples of what a person with a gambling problem might say or feel:

- “How did this happen? I can’t believe all the trouble I’m in.”
- “If I stop gambling now, I’ll have to admit I’m a total loser.”
- “There’s no way I can pay back all the money I owe.”
- “Even if I had another win, I’d probably just lose it again.”
- “I can’t face this mess alone, but I’m too embarrassed to ask for help.”
- “I never thought it would get this bad.”

Most people with gambling problems say they lost control over how much time and money they spend gambling. Meanwhile, they ignored other responsibilities. They knew they had problems, but only gambling seemed important.

Many people who gamble excessively have mixed feelings about gambling. They know they are causing problems for the people they love. They may become anxious and unhappy, and they often hate themselves. But the urge to gamble seems too great to resist. They feel they can’t give up on all the time, money and emotion they have put into gambling. They can’t accept that they will never win back what they have lost. Some people still believe their system will pay off, their luck will change or they are due to win. Others believe that continuing to gamble is the only way out of a situation they are ashamed of.

Other people promise to quit, but can’t. They fear their parents will find them out. This drives them deeper into hiding and further into trouble. They keep hoping a big win will end their problems. Once in a while they may win, which keeps their hope alive—until the losses mount up again. If they quit now, they will feel like a loser. They will have to face all the problems gambling has caused.

RISKS AND REWARDS OF GAMBLING

Many people have mixed feelings about gambling and may not want to give it up, even though they know that it is causing them harm.

GAMBLING REWARDS

People gamble because of the following:

- They love the thrill of playing.
- They know a big win could solve all their problems.
- Gambling is their only shot at becoming a millionaire.
- They feel important when they win. They love being able to treat family and friends.
- They have a “sure system” and believe that it is just a matter of time before they win again.
- When they are “on,” they can make money fast and easily.

Teacher Resource 1

P. 2

- Gambling lets them forget their problems and pain for a while.
- Gambling is the one thing in their life that is just for them; when they gamble, they are in control.
- Gambling gets them out of the house.
- Gambling makes them feel important.
- All their friends gamble.

GAMBLING RISKS

Youth might consider getting help because of the following:

- Parents are always yelling at them and threatening to withdraw privileges.
- They are fighting all the time with friends and family about gambling.
- They are tired of sneaking around, lying and hiding gambling losses.
- Their reputation has been hurt.
- People they owe money to are threatening violence.
- Gambling is all they ever think about. It has taken over their life.
- They have stopped caring about things that should be important.
- They borrowed money from so many people that they are now ashamed to face them.
- They are afraid of losing their job or failing in school because they are so distracted.
- Their health is suffering.
- They no longer enjoy gambling most of the time.
- They feel like such losers. Sometimes they hate themselves.

Teacher Resource 2

Impact of Problem Gambling

IMPACT ON THE INDIVIDUAL

- Financial loss and loss of personal belongings.
- Emotional problems and isolation.
- Physical and mental health problems.
- Burnout.
- Anxiety and depression.

IMPACT ON FAMILIES

- Money problems: When parents find out that their son or daughter has stolen and used credit cards or money meant for other things, they may feel scared, angry and betrayed.
- Emotional problems and isolation: Gambling problems cause strong feelings among family members, which makes it harder to solve problems. Family members may avoid other people because they feel ashamed.
- Physical and mental health: The stress of gambling problems sometimes causes health problems, for both the youth who gamble and the family. These can include anxiety, depression and stress-related problems such as poor sleep, ulcers, bowel problems, headaches and muscle pains.
- Burnout: Many families under stress have trouble coping. One member may try to keep things in control by taking on more tasks. This can lead to burnout. Family members often forget to take care of themselves or to have fun.

IMPACT ON THE COMMUNITY

- Physical and emotional abuse: Family violence is more common when families are in crisis. Gambling problems can lead to physical or emotional abuse.
- Crime including incarceration as well as theft and vandalism.
- Health care costs.
- Bankruptcy.

Many people who gamble excessively feel stressed, anxious and depressed. This can make sleeping, thinking and solving problems more difficult. Rates of suicide are higher for people who gamble excessively, and for their family members. The people most likely to attempt suicide are those who also have mental health problems (such as depression) or who heavily use alcohol and/or other drugs.

Teacher Resource 3

Signs and Indicators

In adolescents, manifestation of gambling problems is not always as clear as those commonly observed in adult problem gamblers. However, some signs can indicate the development of a growing problem:

- a consuming interest in gambling and gambling-related activities
- a preoccupation with video arcades, Internet gambling sites, sports results or TV poker
- money or valuable objects missing, borrowing or stealing money from friends and family, asking for more money for lunch and transportation or other personal expenses
- problems in school, such as a loss of interest or unexplained absences
- changes in personality or demeanour
- changes in relationships (new friends and acquaintances, ignoring old friends, social network only on the computer)
- changes in mood
- explosive expression of anger
- signs of anxiety and stress
- large unexplained amounts of cash, or material possessions which cannot be accounted for
- lack of truthfulness about his or her activities
- fake ID, casino entry cards, or racetrack receipts among belongings
- problems with other family members or with friends.